

# Wilmot Fraser Elementary

63 Columbus Street  
Charleston, SC 29403

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	237 Students	
<b>Principal</b>	Jeanette L. Whaley	843-724-7766
<b>Superintendent</b>	Dr. Maria L. Goodloe-Johnson	843-937-6319
<b>Board Chair</b>	Ms. Nancy Cook	843-760-2635

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	4	29	39	12

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Below Average	Unsatisfactory	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Below Average	Good	Yes
<b>2005</b>	Unsatisfactory	Unsatisfactory	No

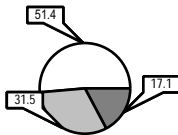
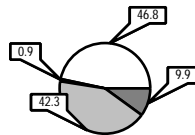
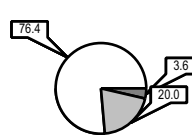
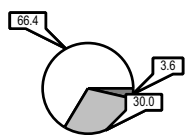
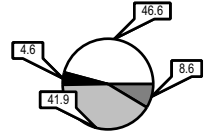
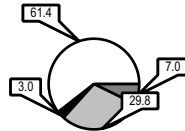
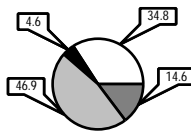
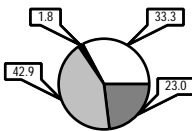
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	119	100.0	51.4	31.5	17.1	0.0	23.4	No	Yes
<b>Gender</b>									
Male	58	100.0	60.0	29.1	10.9	0.0	12.7		
Female	61	100.0	42.9	33.9	23.2	0.0	33.9		
<b>Racial/Ethnic Group</b>									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	117	100.0	51.8	30.9	17.3	0.0	23.6	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	84	100.0	44.3	34.2	21.5	0.0	27.8		
Disabled	35	100.0	68.8	25.0	6.3	0.0	12.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	119	100.0	51.4	31.5	17.1	0.0	23.4		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	118	100.0	51.4	31.5	17.1	0.0	23.4		
<b>Socio-Economic Status</b>									
Subsidized meals	118	100.0	51.8	31.8	16.4	0.0	22.7	No	Yes
Full-pay meals	1	100.0	I/S	I/S	I/S	I/S	I/S		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	119	100.0	46.8	42.3	9.9	0.9	23.4	Yes	Yes
<b>Gender</b>									
Male	58	100.0	54.5	34.5	9.1	1.8	23.6		
Female	61	100.0	39.3	50.0	10.7	0.0	23.2		
<b>Racial/Ethnic Group</b>									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	117	100.0	46.4	42.7	10.0	0.9	23.6	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	84	100.0	35.4	49.4	13.9	1.3	32.9		
Disabled	35	100.0	75.0	25.0	0.0	0.0	0.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	119	100.0	46.8	42.3	9.9	0.9	23.4		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	118	100.0	46.8	42.3	9.9	0.9	23.4		
<b>Socio-Economic Status</b>									
Subsidized meals	118	100.0	47.3	41.8	10.0	0.9	22.7	Yes	Yes
Full-pay meals	1	100.0	I/S	I/S	I/S	I/S	I/S		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	118	100.0	76.4	20.0	3.6	0.0	3.6
<b>Gender</b>							
Male	57	100.0	77.8	14.8	7.4	0.0	7.4
Female	61	100.0	75.0	25.0	0.0	0.0	0.0
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	116	100.0	76.1	20.2	3.7	0.0	3.7
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	84	100.0	69.6	25.3	5.1	0.0	5.1
Disabled	34	100.0	93.5	6.5	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	118	100.0	76.4	20.0	3.6	0.0	3.6
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	117	100.0	76.4	20.0	3.6	0.0	3.6
<b>Socio-Economic Status</b>							
Subsidized meals	117	100.0	77.1	19.3	3.7	0.0	3.7
Full-pay meals	1	100.0	I/S	I/S	I/S	I/S	I/S

<b>Social Studies</b>							
All Students	118	99.2	66.1	30.3	3.7	0.0	3.7
<b>Gender</b>							
Male	57	98.3	75.5	22.6	1.9	0.0	1.9
Female	61	100.0	57.1	37.5	5.4	0.0	5.4
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	116	99.1	65.7	30.6	3.7	0.0	3.7
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	84	98.8	55.1	39.7	5.1	0.0	5.1
Disabled	34	100.0	93.5	6.5	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	118	99.2	66.1	30.3	3.7	0.0	3.7
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	117	99.2	66.1	30.3	3.7	0.0	3.7
<b>Socio-Economic Status</b>							
Subsidized meals	117	99.2	66.7	29.6	3.7	0.0	3.7
Full-pay meals	1	100.0	I/S	I/S	I/S	I/S	I/S

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	27	100.0	37.0	14.8	48.1	N/A	48.1
	4	39	100.0	54.1	35.1	10.8	N/A	10.8
	5	38	100.0	50.0	38.9	11.1	N/A	11.1
	6	31	100.0	42.3	50.0	7.7	N/A	7.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	33	100.0	48.3	24.1	27.6	0.0	27.6
	4	20	100.0	63.2	31.6	5.3	0.0	5.3
	5	38	100.0	44.4	38.9	16.7	0.0	16.7
	6	28	100.0	55.6	29.6	14.8	0.0	14.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	27	100.0	44.4	33.3	14.8	7.4	22.2
	4	39	100.0	59.5	32.4	8.1	N/A	8.1
	5	38	100.0	47.2	33.3	19.4	N/A	19.4
	6	31	100.0	46.2	50.0	3.8	N/A	3.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	33	100.0	48.3	48.3	3.4	0.0	3.4
	4	20	100.0	52.6	26.3	15.8	5.3	21.1
	5	38	100.0	50.0	41.7	8.3	0.0	8.3
	6	28	100.0	37.0	48.1	14.8	0.0	14.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	33	100.0	62.1	34.5	3.4	0.0	3.4
	4	20	100.0	78.9	15.8	5.3	0.0	5.3
	5	37	100.0	77.1	20.0	2.9	0.0	2.9
	6	28	100.0	88.9	7.4	3.7	0.0	3.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	33	100.0	55.2	34.5	10.3	0.0	10.3
	4	20	100.0	57.9	36.8	5.3	0.0	5.3
	5	37	97.3	73.5	26.5	0.0	0.0	0.0
	6	28	100.0	74.1	25.9	0.0	0.0	0.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 237)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.3%	Up from 2.6%	3.9%	3.0%
Attendance rate	95.4%	Up from 95.0%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.9%	Down from 13.4%	6.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	11.8%	Down from 13.4%	5.9%	3.2%
Eligible for gifted and talented	2.4%	Up from 2.2%	3.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.2%	Down from 14.0%	8.0%	8.2%
Older than usual for grade	3.4%	Up from 2.4%	1.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 27)</b>				
Teachers with advanced degrees	33.3%	Down from 38.5%	50.0%	52.6%
Continuing contract teachers	55.6%	Down from 80.8%	75.7%	83.3%
Highly qualified teachers	76.0%	Down from 89.5%	92.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 4.2%	3.1%	0.0%
Teachers returning from previous year	91.0%	Up from 88.9%	82.5%	87.0%
Teacher attendance rate	93.7%	Down from 97.1%	95.0%	95.0%
Average teacher salary	\$40,616	Down 3.7%	\$40,180	\$41,703
Prof. development days/teacher	34.9 days	Up from 23.7 days	14.1 days	12.8 days
<b>School</b>				
Principal's years at school	5.5	Up from 4.5	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 15.4 to 1	16.5 to 1	18.8 to 1
Prime instructional time	83.5%	Down from 90.5%	88.9%	89.8%
Dollars spent per pupil*	\$8,085	Up 12.7%	\$7,465	\$6,242
Percent of expenditures for teacher salaries*	74.6%	Up from 70.9%	64.1%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

At Wilmot J. Fraser Elementary we are "Striving For Excellence With Reading First." This year we received an overall rating of "Below Average" on the State Report Card. Our Improvement Rating was "Good" and we received the "Palmetto Silver Award" from the SDE. We also made "AYP." Although we were happy with the gains that our students made, we still struggle in the areas of Reading, Math, Science, and Social Studies. All test scores cannot measure student achievement. We have been granted a Reading First Grant that is scientifically based and includes staff development and assessment in the areas of phonics, vocabulary, comprehension, fluency, and phonemic awareness. We have a Literacy Coach, a Reading Recovery/Interventionist, and we have received many resources that will enhance student learning. We will be adding another Reading Interventionist during the Fall 2005. Our teachers have been using a Coherent Curriculum, Scope and Sequence, and are planning together as grade level teams to ensure that our students are learning.

We have dedicated teachers and an administrator that believes our students can be successful and can continue to achieve. We are using the "Charleston Plan for Excellence" involving 6 Core Strategy Areas that involve our students, parents, teachers, faculty and staff, and the entire community. With everyone doing their part we will continue to show gains and develop successful students. We have a homework center and an after-school program to give our students that extra edge and the help that they need to become successful and to achieve. Please join the Fraser Elementary School Family and the School Improvement Council as we lead our students to higher heights.

Latonya Memminger - School Improvement Council President  
 Jeanette L. Whaley - Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	22	30	27
Percent satisfied with learning environment	90.5%	96.4%	84.6%
Percent satisfied with social and physical environment	90.9%	96.6%	73.1%
Percent satisfied with school-home relations	77.3%	93.1%	73.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.